



Fall 2022 Program Review Report

Division/Area Name: Office for Students with Disabilities (OSD)	For Planning Years: 2023-2024
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Name of person leading this review: Dr. Louis Lucero

Names of all participants in this review:
 Dr. Louis Lucero, Director OSD
 Ann Loi, High Tech Center Lab Technician
 Felix Vasquez, Clerical Assistant III
 Tamira Palmetto Despain, Disability Services Specialist
 Harry Pleer, Coordinator Deaf Services-Interpreter
 Maricela Ruvalcaba, Learning Disability Testing Technician
 John Wanko, Disability Services Specialist
 Monica Haro, Alternative Media Clerical Assistant II

Part 1. Program Overview: Briefly describe how the program contributes to the district mission

AVC Mission Statement
 Antelope Valley Community College, a public institution of higher education, provides a quality, comprehensive education to a diverse population of learners. We are committed to student success, offering value and opportunity in service to our community.

The District mission is to provide a quality, comprehensive education to a diverse population of learners. OSD directly contributes to this mission by assisting individuals with disabilities to enroll and be successful in college. However, without the services of OSD, these individuals might not attend college. Students with disabilities increase the diversity of the campus population.

Additionally, OSD helps students with disabilities achieve their comprehensive education through the provision of accommodations and counseling services. Without these services, students with disabilities might not fully achieve their educational and vocational potential.

Moreover, the OSD Program supports the AVC mission by serving and supporting students with disabilities as they strive to attain their educational goals. OSD offers disability related counseling, individualized student accommodations, academic planning and course advisement, designed to level the educational playing field so students with disabilities can reach their true potential.

Part 2A: Analyze the program review data (retrieval instructions) focusing on equity and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities, & Aspirations:

Strengths and Accomplishments: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)

- OSD has a strong, caring team comprised of Faculty, Classified staff, and Student Workers, all with deep knowledge and skillsets which they use on a daily basis to show that they care about the success of AVC’s disabled students all while providing them quality support services. This is evidenced by OSD student success and retention rates that are comparable with the AVC general population.

- AIM has enabled students to easily submit their accommodation letters online informing their instructors, and making it possible to schedule their proctored exams as well as request their alternative formatted textbooks.
- OSD offers competitive wages for our Professional Expert Interpreters. In addition, scheduled assignments can be stable and last through the entire semester.
- 96% of students strongly agree/agree with the statement: **Overall, the College is responsive to students with disabilities. (Spring 2022 OSD student survey)**
- 97% of students strongly agree/agree with the statement: **Overall, Office for Students with Disabilities services contributed to my success in college. (Spring 2022 OSD student survey)**
- 96% of students strongly agree/agree with the statement: **The Office for Students with Disabilities is a welcoming and positive environment making it comfortable to request assistance. (Spring 2022 OSD student survey)**
- 96% of faculty/staff strongly agree/agree with the statement: **When I have contacted the Office for Students with Disabilities regarding questions/concerns for a student, I have received a response in a timely manner. (Spring 2022 OSD faculty/staff survey)**

Opportunities and Challenges: (Guiding Question: What does your program/area need to do better to support/improve student success?)

- If OSD students do not submit their accommodation letter(s), they will not be able to schedule their alternative testing exams, or request alternative formatted textbooks through the AIM online service. Furthermore, this prevents the instructors from being aware of the student's accommodations if they do not submit their accommodation letter. The percentage of students submitting their accommodation letters were as follows: Fall 2020 59%, Spring 2021 64%, Fall 2021 67%, Spring 2022 80%, and Fall 2022 72%.
- Need to increase the percentage of OSD students who submit their accommodation letter(s) via AIM. This is necessary for students to seamlessly access and utilize alternative testing and alternative formatted textbook services through this online service. The goal is to raise the percentage to 80%-90%. This will be accomplished by contacting those students who have not submitted their accommodation letter by email and/or calling the students throughout the semester.
- Many students do not have access to training by the High-Tech Center staff person due to scheduling limitations as a result of their part-time status. This has resulted in complaints by students.
- OSD depends on Student Workers to be the front-line customer support to our OSD students. This creates instability as Student Workers graduate, or are unable to work due to their own class schedules. Student workers are also generally new to the workforce and require more training and supervision for longer periods of time.
- Professional Expert interpreters are limited to a total of 29 work hours per week. This limitation, coupled with an overall decrease in the number of available Professional Expert interpreters and an increase in Deaf/Hard of Hearing students requiring interpreting services, has resulted in an increased utilization of agency interpreters from agencies such as Life Signs. The cost to utilize these agency interpreters can be triple the cost of using Professional Expert interpreters, and oftentimes they are less dependable. In some instances, this lack of dependability results in the need to use available Professional Expert interpreters who may already be at the 29-hour limit per week, causing them to exceed that limit. OSD must always provide interpreter services when they are available.
- Hire two Full-Time staff interpreters who can cover student assignments, and who will not be subjected to the 29-hour weekly limit.
- Take actions to recruit more professional expert interpreters with the goal to increase the number of qualified interpreters to service our students.
- Review the AIM Deaf and Hard of Hearing module to determine if it is feasible for implementation.
- Currently OSD cannot effectively implement a case management system due to current staffing levels. Staff are looking to reach out and touch base with students during the semester to ensure that they are taking advantage of all their support services.

- Increase the success and student retention rates by hiring an Education Advisor that will help OSD fully implement a case management process to follow-up with specific disability groups and refer them to the appropriate counselors and OSD staff. The Education Advisor would reach out and proactively bring students into OSD for services rather than the more passive approach of addressing students as they reach out to us.
- Increase access to alternative media for students by filling the vacant position, hiring a new Full Time Alternative Media Specialist.
- Increase retention and success rates for students with mental health disabilities, Autism Spectrum Disorder, and other high-risk disability populations by targeting them for high touch contact, via phone and email, and scheduling appointments with the counselors.
- Some mobility impaired students are unable to access the current OSD cart.
- Increase access to OSD cart by working with Equity to purchase an accessible cart with a ramp for mobility challenged students.
- Locating Alternative Media staff in the OSD complex within the new SSV building should lend itself to better service and communication with students as they request their textbooks and course materials. OSD students and staff will no longer have to go to another location to seek out the Alternative Media Specialist.
- With a much larger High-Tech Center Lab, staff and Student Workers in the new SSV building will be able to serve more OSD students at any given time. Groups of OSD students will be able to get assistance by appointment or on a walk-in basis. A range of support in the areas of training in adaptive hardware and software, applying to OSD, assistance with MY AVC, and help with registration are just some possible services.
- With the Veterans Center being located next to OSD in the new SSV building it is anticipated that communication will improve and the transition of student veterans applying to OSD will increase. It is sometimes very hard for a Veteran to seek support and assistance through a disability service office.
- The location of OSD on the ground floor in the new SSV building will dramatically improve visibility of the program for possible students who did not know we exist. Furthermore, with OSD staff being located near the Veterans Center, Financial Aid, Admissions and Records, Health Services, and Counseling, both students and staff will have improved access and communication for all.
- 52% of students responded no to the question: **Are you aware of the process to file complaints with the Office for Students with Disabilities? During a student's intake, a Disability Services Specialist and the Director review the complaint process if a student feels they have been denied an accommodation. In addition, on 02/19/2022 a Student Rights and Responsibilities E-agreement was added to AIM, which required all students to read and sign once a semester or term. The E-agreement states the student's rights and also provides contact information for the AVC college officials to whom disability complaints can be made too. It is anticipated that with these efforts, awareness by OSD students will improve over time.**
- 86% of faculty/staff responded yes to the question: **Do you have a disability statement on your syllabus that informs students to register with the Office for Students with Disabilities if they have a disability, and asks them about their learning needs? (Spring 2022 Faculty/Staff survey) OSD staff are striving to instruct all Faculty to have a disability statement on their syllabus. As a resource to Faculty, a recommended statement is emailed to all Faculty prior to the start of the semester or term.**

Aspirations: (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

Student Profile Data for Spring 2022

IERP (Student Profile data, found in AVC Dashboard):

OSD serves a unique population of students. Our students tend to be older with rates of 11.9% for the 45+ group & 11% for the 35-44 group; vs. 5.6% for the 45+ group & 8.7% for the 35-44 group for "other AVC students." We have a larger percentage of African American students, and this could correspond to our older population as OSD serves a large number of returning college students who may not have had the opportunity to complete college at an earlier age.

An interesting opportunity can be found with our Hispanic/LatinX students, as we currently serve approximately 7% fewer Hispanic/LatinX students than the general population. This could be due to cultural norms, where disability may be seen as a larger stigma than would be found in other ethnic/cultural groups. This is an opportunity for OSD to engage more with the Hispanic/LatinX students on campus, and provide education regarding disabilities and accommodations services.

It often takes OSD students longer to complete their educational goals due to the functional limitations associated with their disabilities and the increased time needed for study and to complete assignments. Our completion rates are still in line with the overall campus population with 73.2% for OSD vs. 79.4% for Other AVC Students. Our students are more often part time, requiring more terms to complete. OSD full-time students take 5.2 terms to complete vs. 3.2 for Other AVC Students, and OSD part time students require 5.9 terms vs. 4.5 for Other AVC Students.

- OSD Transfer Completion Rate is excellent and in line with the overall AVC population with 88.3% for OSD vs. 91.5% for Other AVC Students.
- OSD has a slightly larger population of males 44.6% vs. 40.6% for Other AVC Students. This could be due to the higher rates of diagnosis for ADHD and Learning Disabilities in the male population.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

Insert Advisory Committee Recommendations here

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/>

Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):

List your past outcomes analysis (Action Plans) and progress towards those goals.

Following a discussion and a review of past Operational Outcomes for OSD, two OOs were eliminated, one was kept, and a new OO was chosen.

Eliminated:

OO: I self-advocated with my instructors about the need for accommodation.

90% of students strongly agreed with this statement based on the Spring 2022 OSD student survey. Furthermore, in past surveys similar percentages were reported by students. OSD staff agreed with the results on the student surveys and that not being able to self-advocate by students is not a major concern and at this time the OO can be removed.

OO: I can explain the connection between my academic adjustments and my disability.

95% of students strongly agreed/agreed to this statement on the Spring 2022 OSD student survey. Again, similar results were found on past student surveys as well. OSD staff also agree that students understand the connection between their academic adjustments and their disabilities. Staff decided that this OO is no longer necessary based on their observations and following results on past student surveys.

Here is the new OO developed by staff:

OO 1: Increase the number/percentage of students who submit their accommodation letters to their instructors.

The sooner OSD students can submit their accommodation letter to their instructor, the better equipped instructors will be to assist their students. Moreover, the accommodation letters start the process for students who are eligible for and want to receive alternative testing, alternative formats and notetaker services.

Specifically, the percentage of students submitting their accommodation letters were as follows: Fall 2020 59%, Spring 2021 64%, Fall 2021 67%, Spring 2022 80%, and Fall 2022 72%. (Note, OSD student workers are still reaching out to Fall 2022 students. The outreach efforts began in Spring 2022.)

Action Plan:

The following actions will be taken to increase the percentage/number of OSD students who submit their accommodation letter during any given semester or term. Targeted emails will be sent out to students who have not yet submitted their letter. Emails will be sent twice a week beginning two weeks prior to any term and will continue through the fourth week. OSD student workers will start calling to remind students to submit their letter beginning with the third week of the term. Targeted weekly emails will continue from the fifth week through the last week of the term.

Target Goal:

The goal is to have 80% to 90% of OSD students submit their accommodation letter. The goal was met in Spring 2022, but currently Fall 2022 is at 72% with efforts still ongoing.

OO 2: My academic adjustment has helped me reach my educational goal.

OSD staff, beginning with the Faculty and the Director will engage students through the interactive process in order to ensure that reasonable and appropriate course adjustments are provided to students with the goal to maximize academic success.

Information from the most recent OSD student survey for Spring 2022 found that 93% of students strongly agreed/agreed to the statement “My academic adjustment has helped me reach my educational goal”. This response by OSD students would strongly indicate that they are receiving accommodations that meet their needs and that they are making progress toward their educational goals.

Action Plan:

OSD Faculty along with the Director will continue to be mindful of the importance of the interactive process during the student’s intake appointment when accommodations are discussed and agreed upon. Furthermore, all OSD staff will respond to students’ concerns in a timely manner, especially when their accommodations might not be meeting their needs, or when they are not receiving their accommodations.

Target Goal:

The goal is to have 80% of OSD students strongly agree/agree to the statement “My academic adjustment has helped me reach my educational goal”. The target goal is being met.

Part 2D: Review and comment on progress towards past program review goals:

List your past program review goals and progress towards those goals.

2020-2021 Goals from last program review

Program / Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
1	ILO2, ILO4, OO1, OO2, OO3	To better prepare students for success in their classes by providing faster access to their alternative media textbooks.	<ul style="list-style-type: none"> Revising current job description for the Alternative Media Specialist, so position can be filled. Ongoing Continue building out the AIM Alternative Media module once the Alternative Testing Module is completed and rolled out. Train staff and students in the module's use. Complete Roll out the completed module and begin using. Fall 2021 Alternative Format Module fully implemented and being utilized by students. Complete Revise job description so the process with HR to fill the Alternative Media Specialist FT position can begin. Ongoing
2	ILO1, ILO2, ILO3	To provide OSD students more consistency and greater stability at OSD's front desk.	<ul style="list-style-type: none"> Submit a New Hire request to supervising Administrator for a FT Clerical Support staff to support the functions of the front desk/reception operations. Not yet begun
3	ILO2, ILO3, ILO4, OO1	To empower students to advocate for themselves and ensure their rights are protected by improving weak areas of student satisfaction as measured by the OSD Student Satisfaction Survey, including assisting students to better understand the complaint process.	<ul style="list-style-type: none"> During intake appointments, continue reviewing dispute procedure with students verbally. On-going In AIM, create and publish a student agreement that presents the complaint process in detail. Complete Require students to read and acknowledge this electronic document once each semester. Complete AIM document created Student Rights and Responsibilities 2/19/2022 and Active in AIM. Complete
4	ILO4, OO1, OO3	To increase retention and success rates for students with mental health disabilities, autism spectrum disorder, and other high-risk disability populations by building a stronger support structure through high touch contact, via phone and email, and scheduling appointments with the counselors to help ensure they are utilizing their accommodations, as well as other available support tools.	<ul style="list-style-type: none"> Continue running student lists in AIM to identify students that are at risk. Ongoing Contact identified students and schedule counseling appointment to resolve academic issues, make any needed accommodation adjustments, increase services, etc. Not fully implemented Set up regular check-in appointments for later dates through OSD front desk. Not started

5	ILO1, ILO2, ILO3	To improve student success by hiring an Education Advisor to actualize a case management approach to serve all OSD students; to bring in students who otherwise have not seen their counselor.	<ul style="list-style-type: none"> • Submit a New Hire request to supervising administrator for a FT Education Advisor. Not yet begun.
6	ILO3, ILO4	To provide the best services to our students in an uncertain and ever-changing environment by keeping current with best practices regarding accommodations for students with disabilities, as well as providing instructional faculty with the knowledge and tools necessary for student success.	<ul style="list-style-type: none"> • Submit funding request to immediate supervising administrator to attend professional development conferences/trainings. Not yet begun • Attend Annual California Association Post-Secondary Educators of the Disabled (CAPED) • 2022-2023 limited amount of funding in travel budget for staff. Covid has been a limitation on travel for the past 2 years.
7	OO1, OO2	To improve student success by increasing the security and efficiency of test proctoring for OSD students and instructional faculty.	<ul style="list-style-type: none"> • Train Alternative Testing staff at Palmdale center to administer the module. Complete • Fully transition all test proctoring to Assessment Center utilizing the Alternative Testing Module in AIM. Complete • Continue to provide training to students on how to schedule their exams through their AIM student portal, and about how the overall process works. Complete/Ongoing • Continue to provide training to instructional faculty on how to complete their AIM test proctoring agreement, how to upload their exams to AIM through their instructor's portal, and how to utilize their AIM Instructor's portal to their best advantage. Complete/Ongoing • Fall 2021 Alternative Testing Module fully implemented for both Lancaster and Palmdale. Complete
8	003, ILO1, ILO2	To improve access for Deaf and Hard of Hearing students by hiring 2 full time staff interpreter(s).	<ul style="list-style-type: none"> • Submit a New Hire request to supervising Administrator for a FT ASL Interpreter. Not yet begun.

9.	ILO1, ILO2, ILO4, 003	To increase the success of DHH Student's by increasing the total number of qualified Professional Expert interpreters employed by OSD.	<ul style="list-style-type: none"> Work with HR to expand the recruitment efforts to include Listserv, Universities and colleges and Deaf and Hard of Hearing service agencies, so more qualified interpreters can be hired. On-going
10	ILO1, ILO4, 003	To increase student access and success by empowering them to submit their accommodation letters to their instructors through AIM.	<ul style="list-style-type: none"> Email students the image-rich instructions, as well as reminders Complete/Ongoing Call students and offer them assistance- walk them through the steps to submit their letter requests, using Zoom, in-person, or phone consults. Complete/Ongoing Remind students to submit their letter requests during course advisement, intake, and Ed Plan update appointments. Complete/Ongoing
11	ILO1, ILO2, 003	To increase student access and success by training them on the use of disability-related accommodation tools and software.	<ul style="list-style-type: none"> Submit a request to supervising Administrator to convert the part-time Hi-Tech Center staff position to a Full-time position. Not yet begun

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:								
Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 1. Communication				Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	Review the AIM Deaf and Hard of Hearing module to determine if it is feasible for implementation.	<ul style="list-style-type: none"> Zoom meeting with AIM staff regarding the capabilities of the Deaf and Hard of Hearing Module. Determine if it will meet our needs, if it 	<ul style="list-style-type: none"> Implementation of DHH Module or if not suitable do not implement.

							does, move forward.	
#2	Choose ILO				Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	Some mobility impaired students are unable to access the current OSD cart.	<ul style="list-style-type: none"> • Increase access to OSD cart by working with equity to purchase an accessible cart with ramp for mobility challenged students. 	<ul style="list-style-type: none"> • Accessible cart purchased
#3	Choose ILO			OO 1	Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Increase the number of OSD students who submit their accommodation letters	<ul style="list-style-type: none"> • Email students the image-rich instructions, as well as reminders • Call students and offer them assistance- walk them through the steps to submit their letter requests, using Zoom, in-person, or phone consults. • Remind students to submit their letter requests during course advisement, intake, and Ed Plan update appointments. 	<ul style="list-style-type: none"> • 80%-90% of students have submitted their accommodation letters.
#4	Choose ILO				Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	To better prepare students for success in their classes by providing faster access to their alternative media textbooks.	<ul style="list-style-type: none"> • Revising current job description for the Alternative Media Specialist, so position can be filled. Ongoing 	<ul style="list-style-type: none"> • Alternative Media Specialist Hired.
#5	Choose ILO				Goal 2: Increase efficient and effective use of resources:	To increase student access and success by	<ul style="list-style-type: none"> • Submit a request to supervising 	<ul style="list-style-type: none"> • Conversion from Part Time status to Full

					Technology; Facilities; Human Resources; Business Services	Training them on the use of disability-related accommodation tools and software.	Administrator to convert the part-time Hi-Tech Center staff position to a Full-time position.	Time has been achieved
#6	Choose ILO				Goal 1: Commitment to strengthen instructional effectiveness measures and practices	To increase the success of DHH Student's by increasing the total number of qualified Professional Expert interpreters employed by OSD.	<ul style="list-style-type: none"> Work with HR to expand the recruitment efforts to include list serves, universities and colleges and Deaf and Hard of Hearing service agencies, so more qualified interpreters can be hired. 	<ul style="list-style-type: none"> By the hiring of 2 FT Sign Language Interpreters
#7	Choose ILO				Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	To provide OSD students more consistency and greater stability at OSD's front desk.	<ul style="list-style-type: none"> Submit a New Hire request to supervising administrator for a FT clerical support staff to support the functions of the front desk/reception operations. 	<ul style="list-style-type: none"> Hiring of Clerical Assistant II/Support
#8	Choose ILO				Goal 1: Commitment to strengthen institutional effectiveness measures and practices	To improve student success by hiring an Education Advisor to actualize a case management approach to serve all OSD students; to bring in students who otherwise have not seen their counselor.	<ul style="list-style-type: none"> Submit a New Hire request to supervising administrator for a FT Education Advisor. 	<ul style="list-style-type: none"> Hiring Of Educational Advisor
#9		Choose ILO			Goal 1: Commitment to strengthen institutional effectiveness measures and practices	To provide the best services to our students in an uncertain and ever-	<ul style="list-style-type: none"> Submit funding request to immediate 	<ul style="list-style-type: none"> When funding has been authorized for supervising

						changing environment by keeping current with best practices regarding accommodations for students with disabilities necessary for student success.	supervising administrator to attend professional development conferences/trainings.	administrator to attend professional development conferences/trainings.

2020-2021 ILO data from last program review

1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program. Type an "X" if checkbox is unavailable.	
<input checked="" type="checkbox"/> Communication	<input checked="" type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input checked="" type="checkbox"/> Creative, Critical, and Analytical Thinking	<input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input checked="" type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input checked="" type="checkbox"/> Community/Global Consciousness	<input checked="" type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. <input checked="" type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<input checked="" type="checkbox"/> Career & Specialized Knowledge	<input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
1.4. Check each <u>Educational Master Plan (EMP)/Strategic Plan Goal</u> supported by the program. Type an "X" if checkbox is unavailable.	
<input checked="" type="checkbox"/>	Goal 1: Commitment to strengthening institutional effectiveness measures and practices.
<input checked="" type="checkbox"/>	Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
<input checked="" type="checkbox"/>	Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
<input checked="" type="checkbox"/>	Goal 4: Advance more students to college-level coursework-Develop and implement effective placement tools.
	Goal 5: Align instructional programs to the skills identified by the labor market.

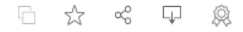
Part 4: Resource Requests that Support Program Needs (based on above analysis)
Fill out your resource request via Survey Monkey: https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022

2020-2021 Resource list from last program review

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
Classified Staff	Alternative Media Specialist – Replace vacancy	New	\$60,000	Recurring	Dr. Louis Lucero
Classified Staff	FT Sign Language Interpreter – New Hire	New	\$125,000	Recurring	Dr. Louis Lucero
Classified Staff	FT Sign Language Interpreter – New Hire	New	\$125,000	Recurring	Dr. Louis Lucero
Classified Staff	Clerical II Support- New Hire	Repeat	\$38,551	Recurring	Dr. Louis Lucero
Classified Staff	Convert Part-time High-Tech Center Staff Position to Full-time	Repeat	An additional \$31,330	Recurring	Dr. Louis Lucero
Classified Staff	Education Advisor- New Hire	Repeat	\$52,071	Recurring	Dr. Louis Lucero
Professional Development	Professional Development	Repeat	\$ 6,000	Recurring	Dr. Louis Lucero
Technology	Assistive Devices for Students (Replace outdated/ defective/lost equipment; stay up-to-date with current technologies/software.)	Repeat	\$ 6,000	Recurring	Dr. Louis Lucero

Part 5: Insert your Program Review Data here, as well as any other supporting data. (See Part 2A above).

Spring 2022 Student Profile by IERP



Spring 2022 | Ed Goal | New Students

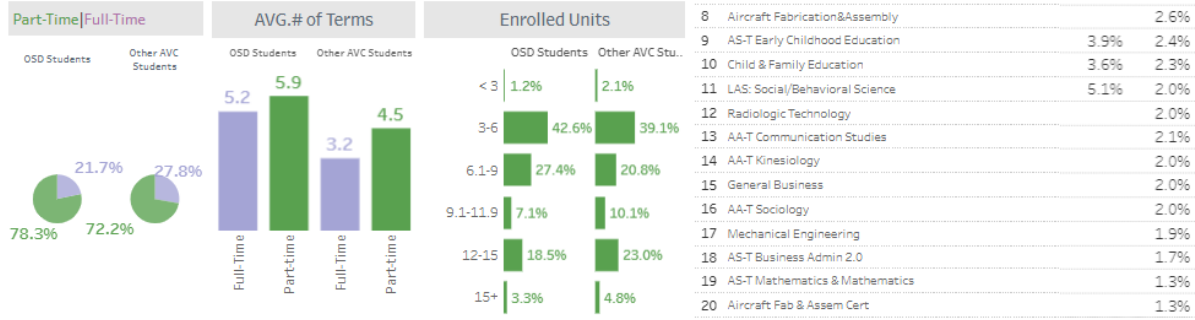
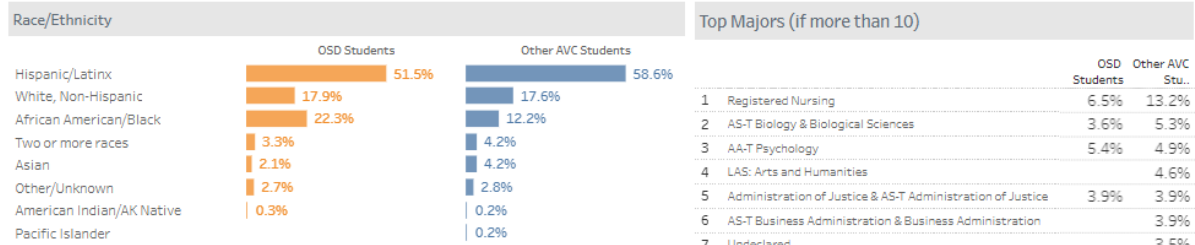
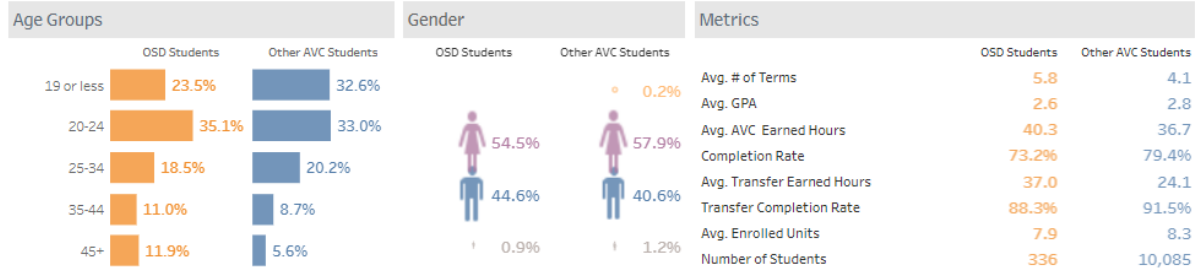


SPRING 2022 Student Profile (as of 1/25/2022) Each bar works as a Filter

336 10,085

Cohort Selector

OSD



Fall 2021 | Ed Goal | New Students

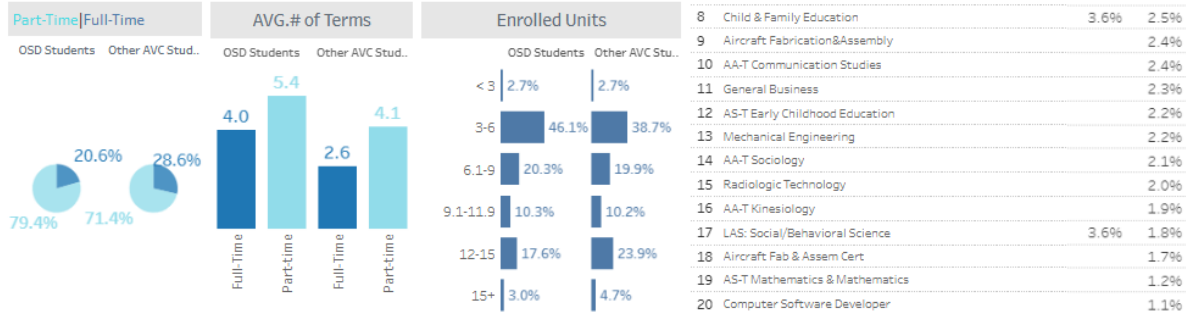
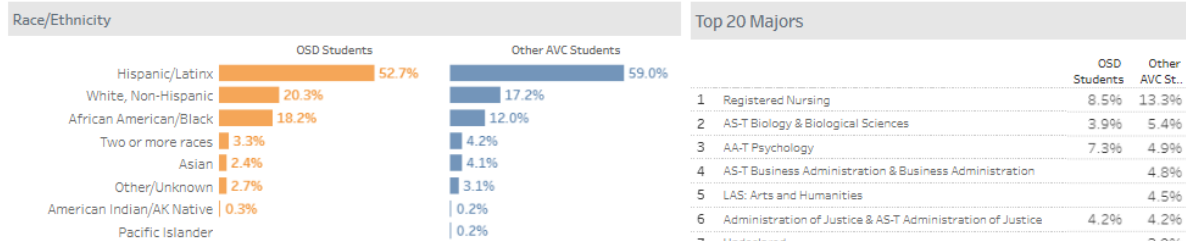
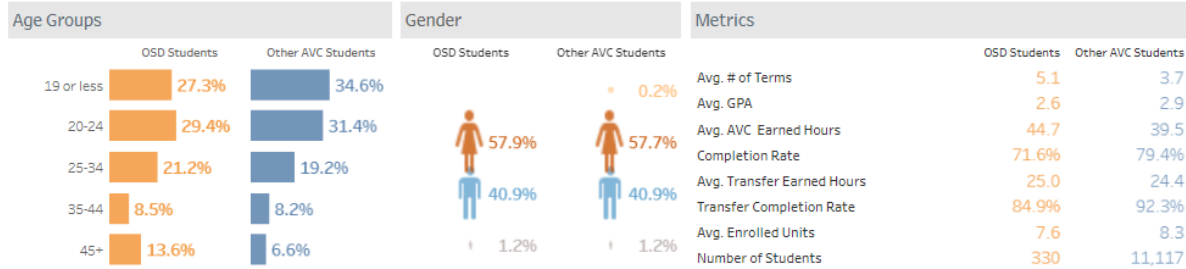


Fall 2021 Student Profile (as of 9/16/2021)

330 11,117

Cohort Selector

OSD ▾



OSD Spring 2022 Faculty and Staff (1).



OSD Spring 2022 Students.pdf